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LIBRARY ACCESS TO HISPANIC BOOKS IN
BRIDGETON, NEW JERSEY

by
Donna Pettit

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 1, 2006

Approved by

Date Approved May 1, 2006

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ABSTRACT

Donna Pettit
LIBRARY ACCESS TO HISPANIC BOOKS IN
BRIDGETON, NEW JERSEY
2005/2006
Dr. Marilyn Shontz
Master of Arts in School and Public Librarianship

The Hispanic population is rapidly growing in Bridgeton, New Jersey. As the needs of the patrons change, hopefully the libraries are meeting those needs. The purpose of this study was to examine nine public libraries and public school libraries in Bridgeton, New Jersey to determine if they provided access to both Spanish-language and English books in their collections, books that reflect ethnic identities, backgrounds, history, and the culture of the Hispanic and specifically Mexican American population. The study surveyed nine libraries in Bridgeton using a combined bibliography of 78 award winning fiction Hispanic books. The researcher visited and checked each library through observation and by using the OPAC to search by author and title for each book.

The results of the study showed the libraries in Bridgeton, New Jersey needed to update and add to their collections in order to meet the needs of the Hispanic patrons. All of the nine libraries had less than 50% of the children's and young adult fiction award winning titles in their collection. Every library in Bridgeton housed more Mexican American titles from the bibliography than any other subgroup.

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CHAPTER I

STATEMENT OF THE PROBLEM

Rationale

The United States is the fifth largest Spanish-speaking country in the world. Approximately 35 million Hispanics live in the United States according to recent census figures (U.S. Census, 2000). The rapid growth of Spanish-speaking population and its emergence in new geographic areas of this country have caused increasing interest in the needs of the population. The libraries in these areas are also interested in providing services to help Hispanics in the community. Although Hispanics are united by the language, their reading interests and tastes may vary; therefore, each library must examine the population that has settled in the community to determine the types of materials and services that are needed to best serve the population.

The American Library Association (ALA) guidelines outline the responsibility of libraries, both public and school, to accommodate the needs of the population that the libraries are serving. The Library Bill of Rights states,

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library

media program provides resources that reflect the linguistic pluralism of the community (American Library Association Council, 1986).

The Reference and Services Division (RASD), a division of the American Library Association, has taken an active role in providing guidelines to help libraries to reach the minority community. RASD and the National Association to Promote Library and Information Services to Latinos and Spanish Speaking, REFORMA, prepared guidelines that were adopted by ALA in January, 1988. This document stated, “Persons in the Hispanic communities in the United States do not all speak and read only in Spanish; they do not all speak and read only English, nor are they all bilingual” (American Library Association, 1988, ¶6). The diverse needs of a community may be difficult to assess; therefore, the materials must be diverse enough to meet all needs. Library collections and selection of materials according to these guidelines should include: “relevancy, language, physical access, and bibliographic access” (ALA, 1988, ¶8).

Purpose

The purpose of this study was to examine the public and school library collections in Bridgeton, New Jersey to determine if they provided access to both Spanish-language and English books in their collection, books that reflected ethnic identities, backgrounds, history, and the culture of the Hispanic and specifically Mexican American populations. The study examined children’s and young adult fiction books based on the criteria and recommendations presented in Section 2 of *Collection and Selection of Materials of Guidelines for Library Services to Hispanics* provided by ALA and REFORMA. The criterion “relevancy” (Section 2 part 2.1 of the guidelines) was used to analyze the

collections of the Bridgeton libraries. Relevancy was determined by combining Pura Belpre Award winners from 1996-2004, a list prepared by Association for Library Services to Children (ALSC) in 2004; Americas Book Award winners from 1993-2004; and Tomas Rivera Mexican American Children's Book award winners from 1995-2003, into a single bibliography of relevant fiction books for Hispanic and Mexican American children and young adults. The study examined collections to see if titles were offered in Spanish, English, and/or bilingual as recommended in Section 2 part 2.2 of the Guidelines (1988).

The results of this study helped determine how well the libraries in Bridgeton are meeting the needs of the Hispanic and Mexican American populations. The results can be useful to librarians who wish to evaluate their collections or develop a collection that reflects the needs of the Hispanic and Mexican American populations in this community (see Appendix A).

Research Questions

1. How many of the titles on the combined bibliography were housed in each of the public and school libraries?
2. What languages and ethnic subgroups were represented?
3. How accessible and in what condition were the titles through the OPAC?
4. How well were the Bridgeton libraries meeting the needs of the Hispanic and Mexican American patrons?

Definitions

For the purpose of this study, the following terms were defined:

Hispanic

Persons of Hispanic origin, in particular, are those who indicate that their origin was Mexican, Puerto Rican, Cuban, Central or South American, or some other Hispanic origin. It should be noted that persons of Hispanic origin may be of any race (U.S. Census, 2000).

Mexican American

Person's self-identification of heritage, ethnic origin, descent, or close identification to an ethnic group from Mexico and born in the United States (U.S. Census, 2000).

Library

A collection or group of collections of books and/or other print or nonprint materials organized and maintained for use (reading, consultation, study, research, etc.).

Institutional libraries, organized to facilitate access by a specific clientele, are staffed by librarians and other personnel trained to provide services to meet user needs. By extension, the room, building, or facility that houses such a collection, usually but not necessarily built for that purpose (Reitz, 2002).

Public library

A library or library system that provides unrestricted access to library resources and services free of charge to *all* the residents of a given community, district, or geographic region, supported wholly or in part by public funds (Reitz, 2002).

School library

A library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a *school librarian* or media specialist (Reitz, 2002).

REFORMA

Established in 1971 as an affiliate of the American Library Association (ALA), REFORMA (the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking) actively promotes the development of Spanish-language and Latino-oriented library collections, recruitment of bilingual and multicultural librarians and support staff, development of library programs and services for the Latino community, public awareness of library services among Latinos, lobbying on behalf of the information needs of Latinos, and liaison with other professional organizations (Reitz, 2002).

Catalog

A comprehensive list of the books, periodicals, maps, and other materials in a given collection, arranged in systematic order to facilitate retrieval (usually alphabetically by author, title, and/or subject). In most modern libraries, the card catalog has been converted to machine-readable bibliographic records and is available online (Reitz, 2002).

Book

A collection of leaves of paper, parchment, vellum, cloth, or other material (written, printed, or blank) fastened together along one edge, with or without a protective case or cover. Also refers to a literary work or one of its volumes (Reitz, 2002).

Children's book

A book written and illustrated specifically for children up to the age of 12-13 (Reitz, 2002).

Young adult book

A book intended to be read and enjoyed by adolescents 12 to 18 years of age (Reitz, 2002).

Spanish-language book

A book written in the language of Spanish.

English-language book

A book written in the language of English.

Bilingual book

A book written in both Spanish and English.

OPAC

An acronym for online public access catalog, a database composed of bibliographic records describing the books and other materials owned by a library or library system, accessible via public terminals or workstations usually concentrated near the reference desk to make it easy for users to request the assistance of a trained reference librarian (Reitz, 2002).

Collection

The total accumulation of books and other materials owned by a library, cataloged and arranged for ease of access, often consisting of several smaller collections (reference, circulating books, serials, government documents, rare books, special collections, etc.).

The process of building a library collection over an extended period of time is called collection development. Synonymous with holdings (Reitz, 2002).

Second language

Any language other than the first or native language learned.

Assumptions and Limitations

There were a few assumptions made in this study. First, it was assumed that the online catalogs in the libraries were updated. Another assumption was that the recommended bibliography sources were a good measure of the relevancy of the books. And lastly, this study assumed each library had children's and young adult' books in their collections.

The scope of this study was limited to the libraries in Bridgeton, New Jersey. The small, nonrandom sample, the limited time frame in which the study was conducted, and the small representation of libraries limit its generalizability, and the results can not be assumed to apply to a larger or different population.

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CHAPTER II

LITERATURE REVIEW

Background

A study (Ivey & Broaddus, 2001) found that when students were asked what motivated them to read, they emphasized quality and diversity of reading materials. Literature can help a child develop pride in their ethnic identity, provide role models, develop knowledge about cultural history, and build self-esteem (Murray & Velazquez, 2001). Latina author Pam Munoz Ryan stated, “All children deserve to have stories they can identify with or escape to, either because it’s simply a compelling story or because it reflects their culture and history” (Cortes, 2004, p.24). Research has shown that all students benefit when they are exposed to the literature and perspectives of diverse groups of people and various cultures. Some educators believe that students who do not see their culture reflected in the literature they read may believe that they have no value and little or no importance in society and school (Johnson & Dickinson, 2005).

As the Hispanic and Mexican American population in the United States continues to grow, libraries must provide meaningful and relevant literature to the children and young adults in their community. Many organizations have recognized the need for good literature and library services for the minority population in the United States including the Hispanic population. Although organizations such as the ALA and REFORMA

recognized the need of services and good literature for the Hispanic population including Mexican Americans, Mexican American authors were not published by mainstream publishers in the 1990s (York, 1995). Of the approximately 5,000 children's books published annually in the early 1990s by major publishers in the United States, books about or by Mexican Americans made up only one tenth of 1%. Most of the literature portrayals of the Mexican Americans reflected a rural existence and stereotypical images. Other literary works at that time included folklore, legends, and protest pieces (Murray & Velazquez, 1999). Awareness of this alarming statistic resulted in the publication of a growing number of Mexican American and authors and books with Mexican American themes. Tomas Rivera, Rolando Hinojosa-Smith, and Sandra Cisneros were launched to national recognition. As the publishing companies became more aware of the necessity of representing a diversity of cultures, they used the term "Hispanic" to promote new books. This term refers to Puerto Ricans, Cuban Americans, Mexican Americans, and all other Spanish-speaking peoples (York, 1995).

Organizations

The American library Association was founded in 1876. Its mission is "...to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all"(ALA, 2004, ¶ 1). It is the oldest and largest library association in the world with 64,000 members. ALA is home to eleven membership divisions, each focused on a type of library or a library function. ALA has also formed a network of affiliates, chapters and other organizations that enables ALA to reach a broad audience.

In 1971, REFORMA, The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, an affiliate ALA was established. It was committed to the improvement of the full spectrum of library and information services for the population of Spanish-speakers and Latinos in the United States. REFORMA has actively sought to promote the development of library collections to include Spanish-language and Latino oriented materials; the recruitment of more bilingual and bicultural library professionals and support staff; development of library services and programs that meet the needs of the Latino community and the education of the United States Latino population. The organization is governed by an Executive Board. Nationally there are twenty-six chapters. REFORMA established the Pura Belpre Awards for authors and illustrators of Latino children's literature (Oder, 2004).

In 1988, Reference and Adult Services Division (RASD), a division of ALA, published a document entitled *Guidelines for Library Services to Hispanics*. In 1996, RASD became The Reference and User Association (RUSA). The new name reflected the association's responsibility to stimulate and support excellence in the delivery of library services and materials to all ages. In the guidelines, under section 2 *Collection and Selection of Materials*, it outlined the complexity of the selection process for libraries when serving the Hispanic community. Section 2 states,

Persons in the Hispanic communities in the United States do not all speak and read only Spanish; they do not all speak and write only English, nor are they all bilingual. The members of these communities have diverse needs and are entitled to access to materials diverse enough to meet those needs, there are standards criteria to aid in the selection of these library materials (Donavan, 2005).

Section 2 was divided into 5 parts. Part 1 (2.1) stated selection of library materials for Hispanics should meet the educational and recreational needs of the community by providing relevant and culturally sensitive materials. Stereotypes should be avoided. Part 2 (2.2) states the collection should contain materials in Spanish, materials in English, and bilingual materials. Materials selected should reflect the particular linguistic characteristics of the community served. They should also include standard language titles from Spain and other Hispanic cultures. Part 3 (2.3) states if a separate collection of materials for Hispanics is maintained by the library, it should be visible and accessible to the community. In libraries that do not separate these materials, adherence to 2.4 is strongly recommended. Part 4 (2.4) states bibliography access to the library's collection should include Spanish-language subject headings in the public catalog when appropriate for the population served. Locally produced access and identification aids, including lists, bibliographies, and point-of-use bibliographic instructional materials, should be in Spanish when appropriate. Part 5 (2.5) states, "Print and nonprint materials, whether educational or recreational, should be included" (Donavan, 2005, ¶ 5).

The Association for Library Service to Children (ALSC) is a network of 3,700 children's and youth librarians, children's literature experts and publishers committed to equity access by improving and ensuring the future of the nation through exemplary library service to children, their families, and others who work with children. This organization administers many literary awards including the Newbery, Caldecott, and Pura Belpre award. The purpose of these awards is to select outstanding materials on a wide variety of topics that reflect the multicultural, diverse heritage of the population and its interests (ALSC, 2004).

Awards

By the late 1990s, several Hispanic children's and young adult's book awards were established. The Consortium of Latin American Studies Program (CLASP) established the *Americas Book Award* for Children's and Young Adult Literature to United States works of fiction, poetry, folklore, and selected nonfiction that authentically and engagingly portray Latin America, the Caribbean or Latinos in the United States. This award was established in 1993. Centers for Latin America and Caribbean Studies promotes all facets of Latin American studies throughout the world and promotes teaching and research on Latin America at all educational levels. Centers for Latin America and Caribbean Studies are funded by the United States Department of Education at various college campuses. These centers develop, support, and promote teaching, research, and outreach about Latin America and the Caribbean. They provide services and resources to faculty, staff and students; K-12 teachers, professional groups and the community with workshops, teaching aids, curriculum, and funding for Latin American and Caribbean Studies (CLACS, n.d.).

In 1995, the *Tomas Rivera Mexican American Children's Book Award* was established. This award is presented to authors, illustrators, and publishers of books that authentically reflect the lives of Mexican American children and young adults in the United States. The award honors Tomas Rivera, an author, an educator and a university administrator. He traveled throughout the United States, Mexico, and Europe reading and promoting Mexican American Literature. He wrote about the Mexican Americans especially the farm children, emphasizing their enduring, highly resilient human spirit. Rivera was concerned for the working children's education and liberation from

oppressive living conditions. His writing provided hope for generations of migrant workers and stands as an example of what the Mexican American community is capable of nurturing, educating, and producing. The award works towards sustaining the vision Rivera saw for the education of Mexican Americans. The award was established by the College of Education at Texas State University-San Marcos (Texas State University, 2005).

The Pura Belpre Award was established in 1996 and is presented biennially by the ALSC and REFORMA. It is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates Latino cultural experiences in an outstanding work of literature for children and youth (Dresang, 2004). The award is named after Pura Belpre, the first Latina librarian at the New York Public Library. She is known for her work in preserving and disseminating Puerto Rican folklore. Belpre translated many books into Spanish so the children could read the books.

Recently the Association for Library Service to Children also prepared a booklist entitled “Growing Up Latino in the U.S.A.” for the ALA Annual Conference Program, “Serving the Needs of the Latinos in the U.S. through Children’s Literature” (ALSC, 2004). This booklist and the award books provide librarians with a starting point in developing collections that meet the needs of the Hispanic and Mexican American students that they serve.

Summary of the Literature Review

The Hispanic and Mexican American population continues to grow in the United States. With the support and guidance of ALA, REFORMA, ALSC, and RUSA, libraries must develop collections that provide relevant and meaningful materials for the Hispanic

and Mexican American children and young adult population, along with services to this population. As publishers are doing more to provide relevant materials to meet the needs of this population and organizations are establishing book awards to honor authentic Hispanic materials, librarians should let the Hispanic and Mexican American population know that they have a literary heritage that is respected, admired, and available in their communities. This study looked at the status of libraries in Bridgeton, New Jersey.

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CHAPTER III

METHODOLOGY

Overall Design and Justification

The purpose of this study was to examine the public and school library collections in Bridgeton, New Jersey to determine if they provided access to both Spanish-language and English books in their collections, books that reflected ethnic identities, backgrounds, history, and the culture of the Hispanic and specifically Mexican American population. The study examined children's and young adult fiction books based on the criteria and recommendations presented in Section 2 of *Collection and Selection of Materials of Guidelines for Library Services to Hispanics* provided by ALA and REFORMA using applied research. According to Powell and Connaway, "Applied research tends to be more pragmatic and emphasizes providing information that is immediately usable in the resolution of actual problems. It takes the theory and concepts from basic research and by formal methods of inquiry, investigates real world phenomena" (2004, p. 54). The results of this study offered librarians of Bridgeton a tool to evaluate their collections or develop a collection that better reflected the needs of the Hispanic and Mexican American population in the community.

The survey is a group of research methods used to determine the present of a give phenomenon (Powell & Connaway, 2004, p. 83). Because survey research is used to examine the status of a situation, a survey in the form of checklist was appropriate to be used to examine the current collections of Bridgeton's libraries.

The city of Bridgeton is a very diverse community consisting of a population of 22,771 with 41.8% of that population consisting of Black or African American, thirty-nine percent of the population is Caucasian, and 24.5 % of the population is Hispanic. Of the 5,576 Hispanic citizens, 3,264 are Mexican Americans (U.S. Census, 2000). Thirty-five percent of the public school population is Hispanic. Four of the seven public schools in Bridgeton have a population where half of the students are Hispanic or Mexican American (see Appendix B).

Purpose

The purpose of this study was to examine the public and school library collections in Bridgeton, New Jersey, to determine if they provided access to both Spanish-language and English books in their collection, books that reflected ethnic identities, backgrounds, history, and the culture of the Hispanic and specifically Mexican American population. The study examined children's and young adult fiction books based on the criteria recommendations and presented in Section 2 of *Collection and Selection of Materials of Guidelines for Library Services to Hispanics* provided by ALA and REFORMA. The criterion "relevancy" (Section 2 part 2.1 of the guidelines) was used to analyze the collections of the Bridgeton libraries. Relevancy was determined by combining fiction titles from Pura Belpre Award winners from 1996-2004, a list prepared by Association for Library Services to Children (ALSC) in 2004; Americas Book Award winners

from 1993-2004; and Tomas Rivera Mexican American Children's Book award winners from 1995-2003, into a single bibliography of relevant fiction books for Hispanic and Mexican American children and young adults. The study examined library collections to see if titles were offered in Spanish, English, and/or bilingual as recommended in Section 2 part 2.2 of the Guidelines.

Research Questions

1. How many of the titles on the combined bibliography were found in each of the public and school libraries?
2. What languages and ethnic subgroups were represented?
3. How accessible and in what condition were the titles through the OPAC?
4. How well were the Bridgeton libraries meeting the needs of the Hispanic and Mexican American patrons?

Sample and Population

The sample and population for this study were the same. The study involved nine libraries in Bridgeton, New Jersey which included two public libraries, The Bridgeton Public Library and The Cumberland County Library; and seven Bridgeton Public Elementary School Libraries (see list in Appendix A).

Variables

The variables in this study were the number of titles in the collections and the availability of the titles. Other variables included the libraries' cataloging accuracy, location and availability of the materials, and availability of titles written in Spanish, both

English and Spanish, or just in English, ethnic subgroups; and the condition of the materials.

Data Collection

Data were collected during December 2005, January and February of 2006. The researcher visited each of the nine libraries and searched for the 78 recommended titles by using the OPACs. The titles were searched by title and author. Once the book was located in the online catalog, the researcher determined what language the book was written in, and how many copies were available. Then the researcher went to the shelves to determine if the book was available, checked out, lost, or missing from the library and the condition of each copy. The data were recorded on a researcher designed survey checklist (see Appendix C). Results from the data collection were analyzed to determine how well the libraries were meeting the needs of the Hispanic and Mexican Americans population.

Instrument Used

The instrument used by the researcher was a survey in the form of a checklist created by the researcher. The checklist listed the title, author and ethnic subgroups of each title. The researcher filled in the following columns of the checklist as each book was examined: number of copies, condition of each copy, full MARC record available, availability of each copy, the language of title purchased, and location of materials (see Appendix C).

Reliability and Validity

The checklist was determined to be reliable after a pretest was administered to one public and one school library in the nearby community of Vineland, New Jersey.

After revisions to the checklist, this survey was reviewed by librarians not part of the study sample. The study checklist has content validity because the questions in the survey were objective, clear, and dealt with the content accurately. It was also reviewed by Dr. Marilyn L. Shontz, the thesis course instructor, as to content validity.

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CHAPTER IV
ANALYSIS OF DATA
Procedures and Methods

To gather data for this study, the researcher visited the nine libraries, two public libraries and seven school libraries in Bridgeton, New Jersey, during December 2005, January 2006, and February 2006. Both title and author were searched using the OPAC for every book in each library to ensure reliability. Once the book was located, the researcher recorded the data on the survey checklist. All nine surveys were completed.

Statistical Analysis

The data were coded using a spreadsheet in Microsoft Excel. Tables were created by using Microsoft word. Only descriptive statistics were reported.

Results

Research Question 1: How many of the titles on the combined bibliography were housed in each of the public and school libraries in Bridgeton, New Jersey?

Of the 78 titles from the combined bibliography list, the highest number of titles found in the Bridgeton libraries was 29, or 37% of the suggested titles from the combined bibliography. The lowest number of titles found in the Bridgeton libraries was six, or 8% of the suggested titles from the combined bibliography. The first research question had very low results. The results of the initial title search are shown in Table 1.

Table1
Titles Found in Libraries
N=132

Library	Number of titles housed	Percentage of suggested titles purchased
1 public	29	37%
2 public	28	36%
3	10	13%
4	8	10%
5	15	19%
6	7	9%
7	10	13%
8	6	8%
9	19	24%

Research Question 2: What languages and ethnic subgroups were represented?

The combined bibliography list had four major ethnic subgroups including: Mexican, Hispanic American, Mexican American, and Caribbean. The breakdown of the ethnic subgroups from the bibliography list is shown in Table 2.

Table 2
Ethnic Subgroups Found on Bibliography
N=78

Subgroups	Titles	Percentage
Caribbean	23	29%
Hispanic American	10	13%
Mexican	04	05%
Mexican American	41	53%
Totals	78	100%

Sixty-four of 132 books from the list found in the nine Bridgeton libraries were from the ethnic subgroup Mexican American. Caribbean books consisted of 32 out of 132 books. Mexican titles consisted of 14 books. Twenty-two books found in the nine

Bridgeton libraries were from the ethnic subgroup Hispanic Americans. Table 3 shows the data collected from each library on the ethnic subgroups breakdown.

Table 3
Ethnic Subgroup Books Found in Nine Bridgeton Libraries

Library	Mexican	Hispanic American	Mexican American	Caribbean	Totals
1 public	5	5	11	8	29
2 public	5	7	12	4	28
3	1	1	7	1	10
4	1	1	4	2	8
5	1	0	9	5	15
6	0	2	3	2	7
7	0	3	4	3	10
8	1	1	3	1	6
9	0	2	11	6	19
Totals	14	22	64	32	132

Research Question 2: What languages and ethnic subgroups were represented?

Of the 78 titles from the bibliography, there were six categories of languages available. Results are found on Table 4. One title was available in Spanish only. One title could be purchased in Spanish, English or bilingual. One title could be purchased in Spanish or bilingual. Twenty-seven titles could be purchased in English only. There were 26 titles available in Bilingual only. Twenty-two titles were available in English and Spanish.

Table 4
Languages Available on Bibliography
N=78

Language	Titles in Language
Spanish Only	01
English Only	27
Bilingual Only	26
Spanish and/or English	22
Spanish, English and/or Bilingual	01
Bilingual and/or Spanish	01

None of the libraries chose to purchase the one title in bilingual and Spanish or the title in Spanish, English and bilingual. Most of the titles were purchased by the nine libraries were in English. A few titles were purchased in both Spanish and in English editions. Bilingual titles were very popular. The results of the languages found in the Bridgeton Libraries are shown in Table 5.

Table 5
Language Books Available and Found in Libraries
N=132

Library	Spanish	English	Bilingual	Spanish& English	Totals
1 public	2	12	13	2	29
2 public	5	13	8	2	28
3	0	4	4	2	10
4	0	5	3	0	8
5	0	15	0	0	15
6	0	2	5	0	7
7	0	5	1	4	10
8	0	3	3	0	6
9	0	10	9	0	19

Research Question 3: How accessible and in what condition were the titles found through the OPAC?

All the titles found were in new or good condition. None of the nine libraries felt it necessary to have a booklist available for patrons since the online catalog was available. All OPACs had the capability to search in English and in Spanish. All but two titles were found by searching author names, and all available titles were found by searching the title. Of the 132 books available in Bridgeton's libraries, only one was checked out at the time of the survey. However, 25 titles of 132 were not checked out and were missing from the libraries' shelves and could not be found. Table 6 shows the number of titles missing from each library.

Table 6
Missing Books from the Libraries

Library	Number missing	Actual titles available	Actual percent of available titles with missing titles	Original % of titles available
1 public	4	25	32%	37%
2 public	8	20	26%	36%
3	4	6	08%	13%
4	6	2	03%	10%
5	0	15	19%	19%
6	0	7	09%	09%
7	0	10	13%	13%
8	0	6	08%	08%
9	3	16	21%	24%

The number of missing books changed the percentage availability of titles drastically. Over half of the libraries in the survey had books missing, misshelved, or lost, yet their OPACs stated the titles were available.

Summary

The nine librarians were helpful and friendly while the researcher was compiling the data. Two librarians asked for the list of titles so they could add some of the books to their collections. The public libraries housed more titles than the school libraries. The public libraries housed more books written in Spanish than the school libraries. Of the five libraries that were missing titles all but one librarian helped the researcher to look for the missing books, and showed concerned when they could not be located. Only 132 of a possible 702 or 19% of the copies of the award winning titles from the combined bibliography could be found in the nine Bridgeton libraries. As the Hispanic and Mexican American population continues to grow in Bridgeton, the libraries must strive to provide more valuable and relevant materials for this population.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Interpretations of Results

Research Question 1: How many of the titles on the combined bibliography were housed in each of the public and school libraries in Bridgeton, New Jersey?

Overall, the results of the study were not very promising. All of the nine libraries had less than 50% of the award winning titles in their collections. While the public libraries fared better than the school libraries, Bridgeton libraries housed few of the 78 titles from the bibliography. Four schools in the sample had over 50% Hispanic population, yet the highest percentage of the suggested titles was only 24%. Total book titles housed ranged from six to nineteen titles from the suggested bibliography.

Research Question 2: What languages and ethnic subgroups were represented?

The suggested bibliography ethnic subgroup break down heavily favored the Mexican American subgroup, followed by the Caribbean subgroup. The results of the survey, also, reflected a heavy emphasis on the Mexican American subgroup, followed by the Caribbean subgroup. Every library in Bridgeton housed more Mexican American titles from the bibliography list than any other subgroup. Since Bridgeton's Mexican American population was increasing rapidly, it showed good judgment to first add these titles to their collections in order to meet the needs of the growing population.

The suggested bibliography consisted of six language categories. Surprisingly, only one title was written in Spanish only. None of the libraries chose to purchase this Spanish only title. Most libraries seemed to prefer to purchase bilingual titles and English only titles. Only two book titles were purchased in English and Spanish by both public libraries from the suggested list. One school library purchased four book titles in both English and Spanish from the bibliography. Another school library purchased two book titles in both English and Spanish from the list. Only one school library had no bilingual books in their collection from the bibliography. One public library purchased two books from the bibliography written in Spanish, and the other public library housed five books written in Spanish.

Research Question 3: How accessible and in what condition were the titles through the OPAC? The copyright of these titles from the combined bibliography list ranged from 1996 to 2005. Therefore, most of the titles found were new or in excellent condition. All but two titles were located by searching on the OPACs by the author's name. All available titles were found by searching the title. The OPACs had the capability of searching in both English and Spanish. The two public libraries had a Spanish-speaking person working at the circulation desk. However, a major concern was the amount of missing or lost books in Bridgeton's libraries. Five libraries, including both public libraries, had several titles missing, misshelved or lost. One of the school libraries only had 10 titles from the bibliography, yet four of the ten titles could not be located. Another school library could not locate six out of the eight titles purchased.

Research Question 4: How well were the Bridgeton libraries meeting the needs of the Hispanic and Mexican American patrons? The study shows that the libraries in

Bridgeton were not doing a satisfactory job of meeting the needs of their Hispanic and Mexican American patrons. Poor selection of award winning titles, missing, lost or misshelved books, and few books written in Spanish showed the libraries in Bridgeton needed to review the selection process they were using and review the ALA Guidelines of Responsibilities for Libraries.

Conclusions

The libraries in Bridgeton, New Jersey did not have a diverse collection. The libraries need to increase their efforts to include Hispanic and Mexican American titles to meet the needs of their patrons. The public libraries were making a better attempt to house materials related to the Hispanic and Mexican American population than the school libraries. School libraries need to be more responsible in selecting titles. The schools can not only promote good readers, but also promote tolerance and the celebration of diversity in the community by having more diverse collections. Certainly with the ALA, REFORMA, and other Hispanic organizations promoting good Hispanic literature, libraries in Bridgeton can, at the very least, purchase the yearly award winning titles selected by these organizations. The media specialists in this area need to develop an understanding of the growing population in their community and send a clear message that this population has a literary heritage that is respected, admired, and available in Bridgeton libraries.

Significance of Results

These results are important because they outline the need for Bridgeton's libraries to develop diverse collections that include the growing population of the community, the Mexican Americans. This study clearly shows the need for more materials to meet the

needs of the Hispanic population. The results showed the limitation of the resources provided for the Hispanic population in the community. Both public and school libraries must be the leaders in promoting equality, intellectual freedom, and diversity in the community.

Possible uses of the Results

Libraries can use the combined bibliography list to purchase recommended Hispanic literature for the children's and young adult sections of the library. The organizations' recommended books list used to develop the bibliography can be used to help with the selection process in the future. The guidelines provided by ALA may be reviewed to update the selection process and provide guidelines on how to meet the needs of a changing population of patrons in Bridgeton.

Recommendations for Further Study

Students' interests should help dictate the types of materials that are placed in a library. An interesting study would be to survey Mexican American students in Bridgeton to determine what types of literature they prefer. Do they prefer to read in English or Spanish? Do they prefer to read fiction or non-fiction titles? Another possible study would be to survey librarians to see how they select materials for the minority populations. It would be interesting to conduct this study in a different area of New Jersey that also has a high population of Hispanics to see how different the results may be. A study could also survey non-fiction Hispanic materials.

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APPENDIX A
LIBRARIES IN BRIDGETON, NEW JERSEY

APPENDIX A

LIBRARIES IN BRIDGETON, NEW JERSEY

PUBLIC LIBRARIES

Bridgeton Public Library
150 E. Commerce Street

Cumberland County Library
800 E. Commerce Street

SCHOOL LIBRARIES

Broad Street School
215 West Broad Street

Buckshutem Road School
550 Buckshutem Road

Cherry Street School
11 Cherry Street

ExCEL School
7 Washington Street

Indian Avenue School
399 Indian Avenue

Quarter Mile Lane School
300 Quarter Mile Lane

West Avenue School
51 North West Avenue

APPENDIX B
SCHOOL CHARACTERISTICS

APPENDIX B
SCHOOL CHARACTERISTICS

School	Total Population	Hispanic Population	Percentage of Hispanic
Broad	1047	549	53
Buckshutem	498	145	29
Cherry	504	35	7
ExCEL	100	58	58
Indian Avenue	524	272	52
Quarter Mile Lane	321	40	12
West Avenue	453	259	57

Data: Public School data 2003-2004
From <http://nces.ed.gov>

APPENDIX C

DATA COLLECTION INSTRUMENT

APPENDIX C
DATA COLLECTION INSTRUMENT

<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
I Love Saturdays y Domingos	Ada, Alma Flor	Mexican	Spanish, English								
Under the Royal Palms	Ada, Alma Flor	Cuban	Spanish, English								
Gathering the Sun: An alphabet in Spanish and English	Ada, Alma Flor	Hispanic American	Bilingual								
Angels ride bikes and other fall poems	Alarcon, Francisco	Mexican American	Bilingual								
Iguanas in the Snow	Alarcon, Francisco	Mexican American	Bilingual								
From the Bellybutton of the Moon	Alarcon, Francisco	Mexican American	Bilingual								
Laughing Tomatoes and Spring Poems Other	Alarcon, Francisco	Mexican American	Bilingual								
How Tia Lola Came to visit/stay.	Alvarez, Julia	Dominican Republic	Spanish, English								
Before We Were Free	Alvarez, Julia	Dominican Republic	Spanish, English								
The Farolitos of Christmas	Anaya, Rudolfo	Mexican American	Bilingual								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	My land Sings: Stories from Rio Grande	Anaya, Rudolfo	Mexican American	Bilingual								
	Barrio: Jose's neighborhood	Ancona, George	Mexican American	English								
	Pablo Remembers: The Fiesta of the Day of the Dead	Ancona, George	Mexican	Spanish, English								
	A Movie in my Pillow	Argueta, Jorge	El Salvador	Bilingual								
	Xochitl and the Flower	Argueta, Jorge	El Salvador	Bilingual								
	The Empanada as that Abuela Made	Bertrand, Diane Gonzales	Mexican American	Bilingual								
	My Name is Celia	Brown, Monica	Cuban	Spanish, English, Bilingual								
	Mama and Papa Have a store	Carling-Lau, Amelia	Guatemala	Spanish, English								
	Quinceanera Means Sweet 15	Chambers, Veronica	Panama	English								
	Loving Pedro Infante	Chavez, Denise	Mexican American	Spanish, English								
	Hairs= Pelitos	Cisneros, Sandra	Hispanic American	Bilingual								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	The Meaning of Consuel	Cofer-Ortiz, Judith	Puerto Rican	English								
	An Island like You: Stories of the Barrio	Cofer-Ortiz, Judith	Puerto Rican	English								
	Si, se puede= Yes, we can!: Janitor Strike	Cohn, Diana	Mexican American	Bilingual								
	Drum, Chavi, Drum/Toca, Chavi, toca	Dole, Mayra	Cuban	Bilingual								
	Abuela	Dorros, Arthur	Hispanic American	Spanish, English								
	Speak English for us, Marisol!	English, Karen	Hispanic American	English								
	When This World Was New	Figueredo, D.H.	Hispanic American	Spanish, English								
	Icy Watermelon	Galindo, Mary Sue	Mexican American	Bilingual								
	In My Family	Garza, Carmen Lomas	Puerto Rican	Bilingual, Spanish								
	Magic Window	Garza, Carmen	Puerto Rican	English								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	The Pot That Juan Built	Goebel-Andrews, Nancy	Mexican	Spanish, English								
	The Bossy Gallito: A traditional Cuban Folktale	Gonzalez, Lucia	Cuban	Bilingual								
	The Face at the Window	Hanson, Regina	Jamaican	English								
	Grandma and me at the Flea	Herrera, Juan Felipe	Mexican American	Bilingual								
	Crashboomlove	Herrera, Juan Felipe	Mexican American	English								
	Laughing Out Loud, I fly	Herrera, Juan Felipe	Mexican American	Bilingual								
	Migrant Worker: A boy from the Rio Grande Valley	Hoyt-Goldsmith, Diane	Mexican American	English								
	The Golden Flower: a taino Myth from Puerto Rico	Jaffe, Nina	Puerto Rican	English								
	Breaking Through	Jimenez, Francisco	Mexican American	English								
	The Circuit: Stories from the Life of a Migrant Child	Jimenez, Francisco	Mexican American	English								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	La Mariposa	Jimenez, Francisco	Mexican American	Spanish, English								
	Any Small Goodness : A novel of the Barrio	Johnston, Tony	Mexican American	English								
	Uncle Rain Cloud	Johnston, Tony	Mexican American	Spanish, English								
	The Mermaid's Twin Sister	Joseph, Lynn	Trinidad									
	The Color of My Words	Joseph, Lynn	Dominican Republic	Spanish, English								
	Harvesting Hope: The story of Cesar Chavez	Krull, Kathleen	Mexican American	Spanish, English								
	Leticia's Secret	Lachtman, Ofelia Dumas	Mexican American	English								
	The Birthday Swap	Lopez, Loretta	Mexican American	Spanish, English								
	Spirits of the High Mesa	Martinez, Floyd	Mexican American	English								
	Parrot in the Oven	Martinez, Victor	Mexican American	Spanish, English								

									<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>		
	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>			<u>Booklists</u>	
	Juan Bobo Goes to Work	Montes, Marisa	Puerto Rican	English								
	Love to Mama: A tribute to Mothers	Mora, Pat	Hispanic American	Bilingual								
	Rainbow Tulip	Mora, Pat	Mexican American	Spanish, English								
	Tomas and the Library Lady	Mora, Pat	Mexican American	Spanish, English								
	A library for Juana	Mora, Pat	Mexican	Spanish, English								
	Just a Minute: A Trickster Tale and Counting	Morales, Yuyi	Hispanic American	Bilingual								
	Cuba 15	Osa, Nancy	Cuban	English								
	My Very Own Room	Perez, Amanda Irma	Mexican American	English								
	My Diary from Here to There	Perez, Amanda Irma	Mexican American	Bilingual								
	First Day in Grapes	Perez, L. King	Mexican American	English								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	America Is Her Name	Rodriguez, Louis	Mexican American	English								
	Esperanza Rising	Ryan, Pam minoz	Mexican	English								
	Sammy & Julians in Hollywood	Saenz, Benjamin	Mexican American	English								
	The Three Pigs/Los Tres Cerdos: Nacho, Tito, and Miguel	Salinas-Norman, Bobbi	Hispanic American	Spanish								
	The Composition	Skarmeta, Antonio	Cuban	English								
	If the Shoe Fits	Soto, Gary	Mexican American	English								
	Petty Crimes	Soto, Gary	Mexican American	English								
	Chato's Kitchen	Soto, Gary	Mexican American	Spanish, English								
	Chato and the Party Animals	Soto, Gary	Mexican American	Spanish, English								
	Snapshots from the Wedding	Soto, Gary	Mexican American	Bilingual								

	<u>Titles</u>	<u>Author</u>	<u>Ethnic subgroup</u>	<u>Language Available</u>	<u>Language found</u>	<u># of copies</u>	<u>Condition</u>	<u>Full MARC</u>	<u>Availability/ checkout, missing, on shelf</u>	<u>Location/ call number</u>	<u>Booklists</u>	
	Baseball in April and other Stories	Soto, Gary	Mexican American	Spanish, English								
	I Speak English for My Mom	Stanek, Muriel	Mexican American	Bilingual								
	Wachale! Poetry and Prose on Growing Up Latino in America	Stavans, Ilan	Hispanic American	Bilingual								
	Tonight, by the sea	Temple, Frances	Haiti	English								
	Liliana's Grandmothers	Torres, Letycia	Hispanic American	Bilingual								
	The Flight to Freedom	Veciana-Suarez, Ana	Cuban	Bilingual								
	Jalapena Bagels	Wing, Natasha	Mexican American	Bilingual								

